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ABSTRACT

This booklet offers answers to basic questions frequently asked by ESEA Title I Council Members and school officials. Suggestions are also given about possible Title I Council activities. In addition, there is a section on the regulation requiring parent participation in Title I, as well as a list of people to contact for assistance in interpreting Title I regulations or filing complaints, and for information on training teachers' aides and retraining teachers for Title I programs. (Author/SB)

ED 061 405

I'M ON THE TITLE I COUNCIL.

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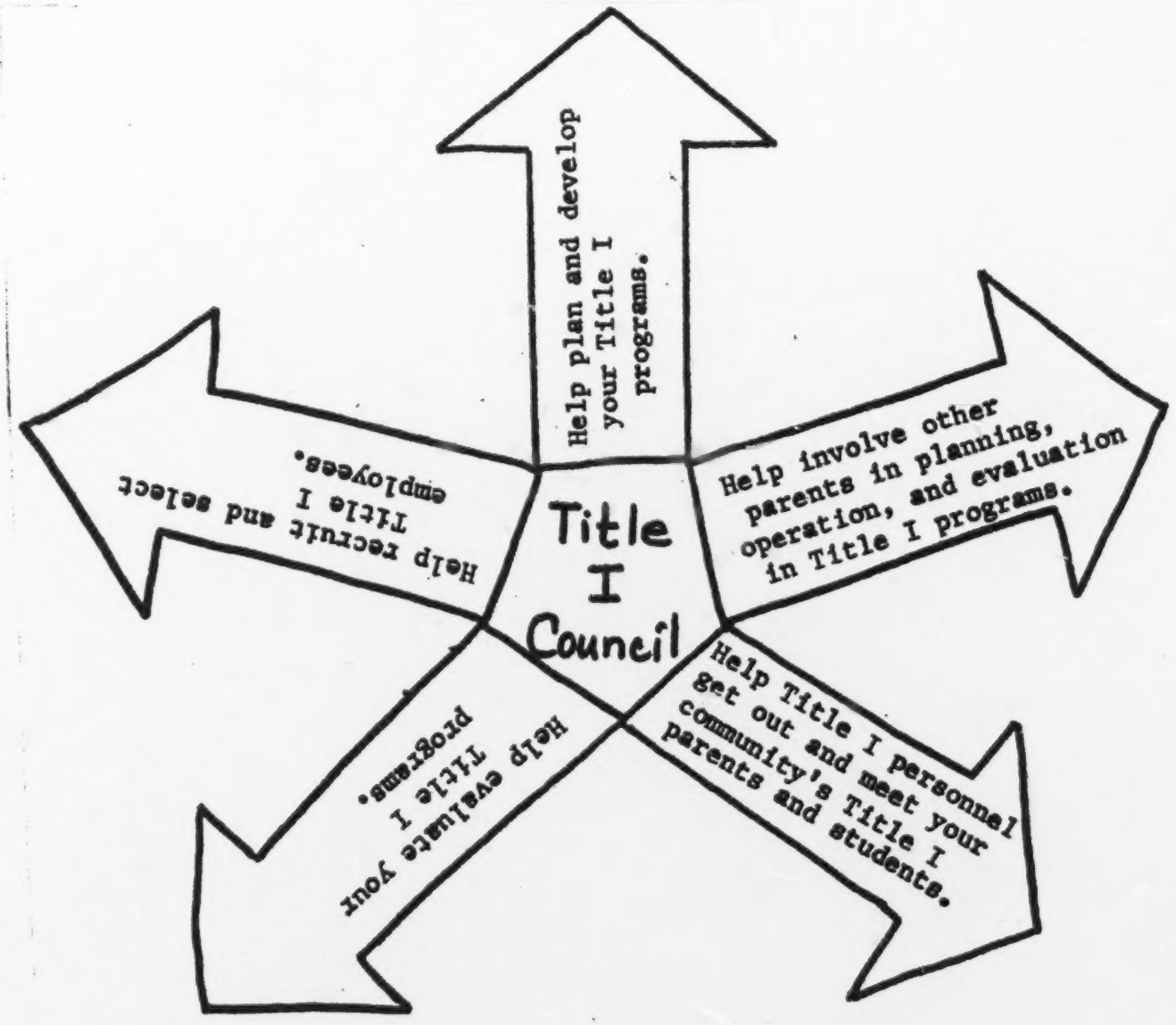
Help plan and develop your Title I programs.
Help involve other parents in planning, operation, and evaluation in Title I programs.
Help Title I personnel get out and meet your community's Title I parents and students.
Help evaluate your Title I programs.
Help recruit and select Title I employees.
Title I Council

UD 012269

NOW WHAT?

I'M ON THE TITLE I COUNCIL, NOW WHAT?

FORWARD

This booklet offers answers to questions frequently asked by Title I Council Members and school officials. Suggestions are also given about possible Title I Council activities. These suggestions should in no way restrict parents and Title I Councils from developing their own work schedules and ideas for Title I programs.

The recommendations included in this booklet effectively carry out the intent of 45CFR 116-17 (n); this is the regulations which requires parent advisory councils for Title I. However, many of the included procedures are not required by Title I regulations. Rather, they were suggested by parents and community groups. A copy of the actual guideline that requires Title I Councils is inserted as the last page of this booklet.

"SCHOOLS AND HOMES WORKING TOGETHER CAN DO MORE FOR CHILDREN THAN EITHER CAN DO SEPARATELY." --- Arkansas SEA

This booklet was written by Terry Peterson, a Southern Education Foundation Intern, with the South Carolina Community Relations Program of the American Friends Service Committee. Citicisms and suggestions from Phyllis McClure, John McDonald, Quincy Smith, Virginia Frank, Robert Ferris, Richard Fields, Laveree Jones, and friends in the Office of Education were very helpful. Special thanks goes to Hayes Mizell.

I'M ON THE TITLE I COUNCIL. NOW WHAT?

WHAT IS TITLE I?

Title I of the Elementary and Secondary Education Act (Public Law 89-10) gives money to your school district to improve the educational opportunities of poor students who are underachieving. The Title I services must be concentrated only on the underachieving students in the priority schools of the district. The Title I Council with the Title I Coordinator decide each year how Title I money can best be used to help these students.

WHAT IS THE TITLE I COUNCIL?

The Title I Council was set up to give parents an opportunity to improve the education of their children. The Council members must be involved in planning, development, operation, and evaluation of projects funded by Title I.

WHO SHOULD BE ON THE TITLE I COUNCIL?

More than half of the Council must be parents who are not employed by the schools and have children eligible to be in Title I Programs. The Council members must be representatives of parents who have children in Title I projects. The non-parent members could include a teacher, a student, and representatives from such agencies as Head Start, Community Action Program, Welfare, County Health Department, and National Welfare Rights Organization.

WHAT ARE THE RESPONSIBILITIES OF A TITLE I COUNCIL MEMBER?

1. To learn as much as possible about the program and to take part in major policy decisions.

2. To explain the program to other parents and encourage their full participation.

3. To welcome teachers and staff into your home and community to discuss ways in which parents can help their children's development at home in relation to school experience.

4. To hear complaints and suggestions from Title I parents and students and use this to offer constructive criticism of Title I programs and to suggest better Title I projects.

5. To make sure that Title I money is used in the best interests of eligible Title I students.

HOW SHOULD THE TITLE I COUNCIL OPERATE?

One of the first meetings the Council members should decide how the Council is going to function: for example; election procedure of members and chairman, what the Council is going to do, tenure of Council members and chairman, etc.

HOW SHOULD THE TITLE I COUNCIL FUNCTION?

Suggestions

1. The Title I Council should meet regularly (once a month) because it has a big responsibility and a lot of work to do.

2. The Council could divide itself into working committees. The committees might be Evaluation, Parent Involvement, and Personnel.

   Evaluation Committee -- Members of this working committee could:

   (1) visit Title I projects to determine if they are operating as the Council and school officials want them to

   (2) help determine if certain projects need additional or less support than had been planned

   (3) ask for community assistance if Title I personnel need additional financial, volunteer, or community support for their programs

   (4) schedule visits to Title I programs in other school districts to discover whether other programs or approaches might be more helpful to their children

   Parent Involvement Committee -- This committee could:

   (1) set up meetings in the communities and schools served by Title I to hear suggestions and complaints about Title I programs

   (2) develop a means for parents to help their children at home and in the schools

   (3) help organize and arrange parent-student-teacher conferences in the homes and communities served by Title I

   (4) plan training sessions for the Title I Council and/or interested Title I parents

   Personnel Committee -- This committee could:

   (1) help school officials recruit and select Title I personnel (for example: teacher aides, social workers, teachers, nurses, supervisors, secretaries, etc.)

   (2) could help along with schools officials in writing and publicizing a clear employment policy

   (3) could keep good Title I personnel from leaving their school system

   (4) could work with school officials in correcting the situation of Title I personnel who are not performing their duties properly

Suggestions (Continued)

3. The Title I Council Chairman or any member of the Council should organize larger public meetings to explain Title I or hear ideas for improving the Title I programs.

4. Title I Council Chairman should be elected by the Council members.

5. The Title I Council should set up a calendar of activities that it will be involved in.

6. All Title I Council meetings should be open to other parents and the general public.

CAN TITLE I MONEY BE SPENT TO TRAIN THE TITLE I COUNCIL?

Yes. The Council can use the funds to:

(1) visit outstanding schools and Title I projects outside their district.

(2) bring in consultants for new ideas and to run training sessions for themselves and other Title I parents in order to provide better leadership in developing Title I projects with the help of consultants.

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Do You Have Any Complaints, Suggestions?

1. Ask your Title I Council to consider your ideas.

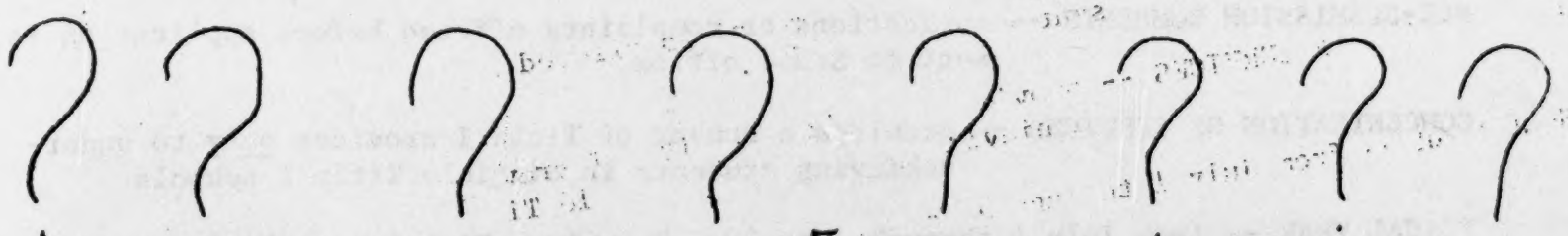
   (a) The Title I programs include the Council's recommendations.

   (b) Council members must have the chance to send their comments along with the Title I Application to the State Title I Coordinator.

2. Present your complaints and suggestions to your Title I Coordinator and Superintendent.

   (a) Your school officials must have a prompt procedure of handling complaints and suggestions from parents and the Title I Council

3. If the above actions fail to solve the problems, file a complaint with State and Federal officials. (See the last page of this booklet for assistance.



DEFINITION OF WORDS USED IN TITLE I BY EDUCATION OFFICIALS

LEA -- your local school officials (Superintendent of Schools, Title I Coordinator)

SEA -- your state school officials (State Superintendent of Education, State Title I Coordinator)

TITLE I COORDINATOR -- paid from Title I funds to administer your Title I programs

TITLE I PROJECT APPLICATION -- forms that explain where Title I money is spent in your school district

A new application must be sent to the State Title I Coordinator each year. The application for a summer Title I program is due in March-April, and for a new school year in April-May.

INVOLVED -- participating and included in

PRIORITY SCHOOL OR ATTENDANCE AREA -- underachieving (educationally "deprived") students in these schools and areas can receive Title I programs and services

EDUCATIONALLY DEPRIVED (DISADVANTAGED STUDENTS -- those low-income children who need additional help in order to compete educationally with other children of the same age. This includes children who need extra educational assistance because of lack of money, racial isolation, neglect, or handicap.

ASSESSMENT OF NEEDS (NEEDS ASSESSMENT) -- is deciding which are the most important needs of children in the Title I programs. These needs prevent children from learning better, learning faster, from being interested in school, from attending school every day, and from staying in school to graduate.

PLANNING AND DEVELOPMENT OF PROJECT PLANS -- deciding how Title I money should be spent to solve those student needs.

The Title I Council and school officials should decide this together.

COMPARABILITY -- means educationally "deprived" students must receive equal or better educational programs from the regular school budget (State and local funds)than non-"deprived" students.

PRE-SUBMISSION COMMENTS -- suggestions or complaints offered before application is sent to State office.

CONCENTRATION OF SERVICES -- provides a number of Title I srevices only to underachieving students in eligible Title I schools

FISCAL YEAR -- from July 1 through June 30. Example: Fiscal year 1973 runs from

FISCAL YEAR --- July 1, 1972 to June 30, 1973

PAC --- Policy Advisory Council, usually called the Title I Parent Council

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HOW DO YOUR TITLE I PROGRAMS MEASURE UP?

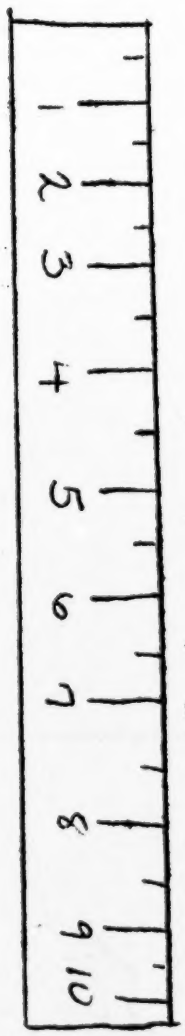
(This is reprinted from Parent Power and Title I ESEA available from your nearest National Urban League office.)

How important are the courses the children are taking?

Does the teacher's attitude destroy the child's interest in learning?

(Many teachers expect children in low-income communities to grow up to do unskilled labor anyway, so they don't care very much what the children learn or whether they learn at all.)

Does remedial reading or special education classes really help or do they condemn the child to an inferior education?



WHAT IS YOUR CHILD GETTING FROM TITLE I?

Does your child enter as a better student in regular school situations because of Title I?

What are your child's strong points?

What generally are his/her weaknesses?

In what areas should more emphasis be placed to help your child improve?

YOU CAN EVALUATE YOUR PRESENT TITLE I PROGRAMS BY:

1. Making a simple questionnaire to ask Title I students, parents, and teachers what they think about the program.

2. Looking at the achievement test scores of students before and after Title I programs.

3. Observing the program to see if the program is run as well as Title I model projects in other school districts in the state and nation.

4. Studying the attendance records and discipline records of Title I students to see is they have improved.

POSSIBLE ACTIVITIES FOR THE TITLE I COUNCIL MONTHLY MEETINGS

AUGUST

Review Title I programs for the coming school term. School officials are required to give each Council member: (a) the present Title I Project Application, (b) an evaluation of last year's Title I project, and (3) all federal and state guidelines.

Develop ways by which Council and school officials can inform all Title I parents of Title I programs and goals and of hearing complaints and suggestions:

(1) newsletter distributed through schools, churches, and social workers
(2) public meetings in schools and communities served by Title I
(3) presentations to PTA rgoups

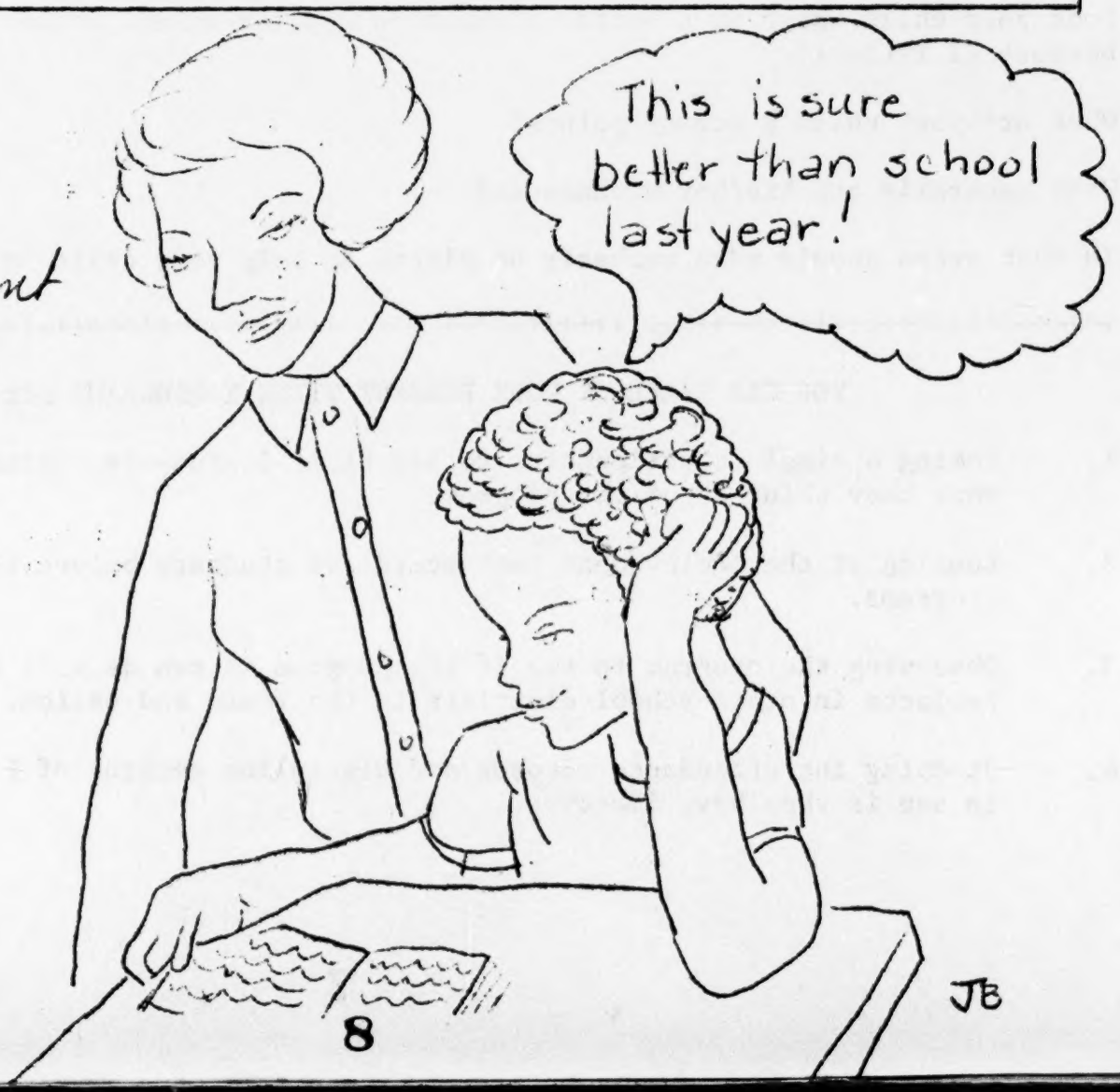
Title I Council could divide into working committees:

Evaluation Committee
Parent Involvement Committee
Personnel Committee

For other ideas, contact:

Bill Anderson
Title I Council Chairman
P. O. Box 1245
Wilmington, Delaware 19899
PHONE: (302) 658-8448

The student served by Title I



SEPTEMBER

Your may want to meet twice this month.

Elect your Council Chairman for the year.

Working committees could finalize their activities for first semester. For example:

Evaluation Committee could schedule visits to the various Title I programs.

Personnel Committee could help solve any vacancies in Title I programs. Determine with school officials if any staff members need special training. Schedule informal meetings with staff to solve any problems.

Parent Involvement Committee could explain and implement their plans to involve other parents.
(a) home visits (b) parent volunteers
(c) hearings (d) training
(e) newsletter

OCTOBER

Council should solve any problems uncovered by the committees or problems brought forth by students teachers, parents, and school officials concerning Title I.

Working committees or individual Council members could make definite plans to visit Title I projects.

NOVEMBER

Could visit Title I projects, discuss and evaluate the projects.

Council members could plan to visit Title I programs in other districts.

You may wish to leave the December meeting out or have a party.

JANUARY

The Council could consider training sessions for themselves to help in development of next year's Title I Project Application. Each Council member could start thinking about what to include and what to leave out in the next Application.

Council could schedule their activities for second semester. This might include: hearings with students, parents, teachers, and school officials; visits to Title I programs; and educational trips to learn what other schools are doing.

Parent Involvement - if you can involve parents in interesting and rewarding work during the first months of school, you might keep their assistance for the rest of the year!!!

FEBRUARY

Solve any complaints about current Title I programs.

Each social agency (welfare, health department, Office of Economic Opportunity, Head Start, Day-Care Center, etc.) should be contacted to discuss needs and determine how each can be helpful in serving Title I students.

Each working committee could prepare itself to help develop Title I Project Application for the next fiscal year.

Suggestions:

Evaluation Committee -- could evaluate the effect of each Title I program with the help of school officials.

Parent Involvement Committee -- could schedule meetings in each Title I school and/or community to hear complaints and suggestions for next year's program.

Personnel Committee -- should encourage good personnel from leaving next year. They could also help school officials start to recruit personnel to fill any known vacancies in next year's program.

MARCH

The Title I Council and school officials could start to plan next year's program.

(1) assess the most pressing needs of Title I children.
(2) each Council member should say what he thinks is needed.
(3) before the April meeting, the members should discuss possible Title I programs with Title I students, parents, teachers, school administrators, and social agencies.
(4) decide on alternative Title I programs for next year that might solve the needs of Title I children.

APRIL

After a thorough discussion of posssible programs to meet the needs of the Title I students, the school officials and Title I Council should develop a tentative Title I Project Application for the following school year.

Council could develop recommendations of who is to receive Title I services for the next fiscal year.

Personnel Committee-- March and April is a good time to encourage your good Title I personnel to stay in your district and to assist school officials in recruiting good people for the next school term.

THE END OF APRIL MAY BE THE APPROPRIATE TIME FOR THE ELECTION OF ½ OR 1/3 OF NEW TITLE I COUNCIL DEPENDING ON YOUR COUNCIL'S TENURE.

MAY

School officials distribute draft of Title I Project Application for the next year. (Needless to say, parents' suggestions should be included). Title I Council should have two to four weeks to study and prepare written comments about the project.

Each working committee should discuss final activities for regular school term and for any Title I summer program.

JUNE

Title I Council should give final approval or disapproval of each part of the Title I Project Application for the next year. (Each member has a right to send his comments to the State Title I Coordinator).

Each Title I Council member and/or committees should decide their function during summer Title I programs.

JULY

Council should evaluate itself. They should take sufficient time to hear all opinions.

Council and school officials could dicuss any changes in new Title I Application as required by State or Federal officials.

AUGUST

Council and school officials should consider having workshops or training sessions for themselves in order to be an effective Title I Council.

SELECTION AND ELECTION OF TITLE I COUNCIL MEMBERS

HOW OFTEN SHOULD THE COUNCIL MEMBERS BE CHOSEN?

There is no required time. Council should determine this at one of the first meetings. The parent members could have a two-year term on the Title I Council with one-half of the members being elected each year. (This is just a suggestion as to election of Council members.)

The non-parent members could be elected each year from their respective groups or agencies. This might include representatives from Head Start, teachers, Community Action Agency, National Welfare Rights Organization, etc.

WHEN SHOULD THE COUNCIL MEMBERS BE CHOSEN?

Every area has special needs. The Council should determine this at the first meeting. The most suitable time for a turn-over of members on the Council is June and July, but interest in the schools is very low during those months. Therefore, it is suggested that (1) the Council members be chosen in April, but take their Council seats in June. They should be encouraged to attend the May meeting of the Council. (2) Some parents elect their Title I Council members in September.

If this schedule is followed, the planning of the Council for a new school term will not be interrupted and yet, the new Council members will be on the Council and will be familiar with Title I before the school reopens in August.

HOW SHOULD TITLE I COUNCIL MEMBERS BE CHOSEN?

The Title I Regulations require "the selection of parents to the parent council who are representative (a) of children eligible to be served (b) of the attendance areas to be included in Title I program(s)."

Here are two good ways of chosing your parent representatives to the Title I Council:

1. Parents at each Title I school (or community) should elect 5-10 Title I parents to a Title I Council for their school. Then, each school's Title I Council would elect one or two representatives to the district-wide Title I Council.

2. Title I parents in each eligible school or community elect their parent representative to the district's Title I Council. Only eligible parents could vote and offer to be chosen to the Council. The election must be WELL-publicized among Title I parents.

NOTE: If a two-year term on the Council is desirable, half the Title I schools would have elections for the Council one year and half the next.

NOTE: In small school districts, it is recommended that the parents at each Title I school have two or more representatives to the Council. Elections could be held yearly, but only for one position each time.

REGULATION REQUIRING PARENT PARTICIPATION IN TITLE I
45CFR 116-17 (n)

Title I Information Must Be Publicized

(n) EACH APPLICATION BY A LOCAL EDUCATIONAL AGENCY FOR A GRANT UNDER TITLE I OF THE ACT SHALL INCLUDE SPECIFIC PLANS FOR DISSEMINATING INFORMATION CONCERNING THE PROVISIONS OF TITLE I, AND THE APPLICANT'S PAST AND PRESENT TITLE I PROGRAMS, INCLUDING EVALUATIONS OF SUCH PROGRAMS, TO PARENTS AND TO THE GENERAL PUBLIC AND FOR MAKING AVAILABLE TO THEM UPON REQUEST THE FULL TEXT OF CURRENT AND PAST TITLE I APPLICATIONS, ALL PERTINENT DOCUMENTS RELATED TO THOSE APPLICATIONS, EVALUATIONS OF THE APPLICANT'S PAST TITLE I PROJECTS, ALL REPORTS REQUIRED BY 116.23 TO BE SUBMITTED TO THE STATE EDUCATIONAL AGENCY, and such other documents as may be reasonably necessary to meet the needs of such parents or other members of the public for information related to the comprehensive planning, operation, and evaluation of the Title I program but not including information relating to the performance of identified children and teachers. Such plans shall include provision for the reproduction, upon request, of SUCH DOCUMENTS FREE OF CHARGE OR AT REASONABLE COST (NOT TO EXCEED THE ADDITIONAL COSTS INCURRED WHICH ARE NOT COVERED BY TITLE I FUNDS) or provisions whereby persons requesting such copies will be given adequate opportunity to arrange for the reproduction of such documents.

(20 U. S. C. 214c, 1231d)

Parents Must Be Consulted & Involved in Title I

(o) (1) PARENTAL INVOLVEMENT AT THE LOCAL LEVEL IS DEEMED TO BE AN IMPORTANT MEANS OF INCREASING THE EFFECTIVENESS OF PROGRAMS UNDER TITLE I OF THE ACT. EACH APPLICATION of a local education agency (other than a State agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected and delinquent children) for assistance under that title, therefore, (i) shall describe HOW PARENTS OF THE CHILDREN TO BE SERVED WERE CONSULTED AND INVOLVED IN THE PLANNING OF THE PROJECT AND (ii) SHALL SET FORTH SPECIFIC PLANS FOR CONTINUING THE INVOLVEMENT OF SUCH PARENTS IN THE FURTHER PLANNING AND IN THE DEVELOPMENT AND OPERATION OF THE PROJECT.

(2) Each local educational agency shall, prior to the submission of an application for fiscal year 1972 and any succeeding fiscal year, establish a council in which parents (not employed by the local educational agency) of educationally deprived children residing in attendance areas which are to be served by the project, consititute more than a simple majority, or designate for that purpose an existing organized group in which such parents will constitute more than a simple majority, and shall include in its application sufficient information to enable the State educational agency to make the following determinations:

Council must be representative.

(i) THAT THE LOCAL EDUCATION AGENCY HAS TAKEN APPROPRIATE MEASURES TO INSURE THE SELECTION OF PARENTS TO THE PARENT COUNCIL WHO ARE REPRESENTATIVE (a) OF THE CHILDREN ELIGIBLE TO BE SERVED (INCLUDING SUCH CHILDREN ENROLLED IN PRIVATE SCHOOLS) AND (b) OF THE ATTENDANCE AREAS TO BE INCLUDED IN THE TITLE I PROGRAM OF SUCH AN AGENCY;

Council must get free application & guidelines.

(ii) THAT EACH MEMBER OF THE COUNCIL HAS BEEN FURNISHED FREE OF CHARGE COPIES OF TITLE I OF THE ACT, THE FEDERAL REGULATIONS, GUIDELINES, AND CRITERIA ISSUED PURSUANT THERETO, STATE TITLE I REGULATIONS AND GUIDELINES, AND THE LOCAL EDUCATIONAL AGENCY'S CURRENT APPLICATION; and that SUCH OTHER INFORMATION as may be needed for the effective involvement of the council in planning, development, operation, and evaluation of projects under said Title I (including prior applications for Title I projects and evaluations thereof)

will also be made available to the Council;

Council must be informed about new programs.

(iii) THAT THE LOCAL EDUCATIONAL AGENCY HAS PROVIDED THE PARENT COUNCIL WITH THE AGENCY'S PLANS FOR FUTURE TITLE I PROJECTS AND PROGRAMS, together with a description of the process of planning and development of these projects and programs, and the projected times at which each stage of the process will start and be completed;

Council should have enough time to study info.

(iv) THAT THE PARENT COUNCIL HAS HAD AN ADEQUATE OPPORTUNITY TO CONSIDER THE INFORMATION AVAILABLE concerning the special educational needs of the educationally deprived children residing in the project areas, and the various programs available to meet those needs, and TO MAKE RECOMMENDATIONS CONCERNING THOSE NEEDS WHICH SHOULD BE ADDRESSED THROUGH THE TITLE I PROGRAM AND SIMILAR PROGRAMS;

Council can make recommendations to be included.

(v) THAT THE PARENT COUNCIL HAS HAD AN OPPORTUNITY TO REVIEW EVALUATIONS OF PRIOR TITLE I PROGRAMS and has been informed of the performance criteria by which the proposed program is to be evaluated;

Parents must be consulted & involved in Title I

(vi) THAT THE TITLE I PROGRAM IN EACH PROJECT AREA INCLUDES SPECIFIC PROVISIONS FOR INFORMING AND CONSULTING WITH PARENTS CONCERNING THE SERVICES TO BE PROVIDED FOR THEIR CHILDREN under Title I of the Act and the ways in which such PARENTS CAN ASSIST THEIR CHILDREN IN REALIZING THE BENEFITS THOSE SERVICES ARE INTENDED TO PROVIDE;

Complaint procedure must exist

(vii) THAT THE LOCAL EDUCATIONAL AGENCY HAS ADEQUATE PROCEDURES TO INSURE PROMPT RESPONSE TO COMPLAINTS AND SUGGESTIONS FROM PARENTS AND PARENT COUNCIL;

Parents' comments must be considered before the application is approved.

(viii) THAT ALL PARENTS OF CHILDREN TO BE SERVED HAVE HAD AN OPPORTUNITY TO PRESENT THEIR VIEWS CONCERNING THE APPLICATION TO THE APPROPRIATE SCHOOL PERSONNEL, and that the PARENT COUNCIL HAS HAD AN OPPORTUNITY TO SUBMIT COMMENTS TO THE STATE EDUCATIONAL AGENCY concerning the application at the time it is submitted, which comments the State educational agency shall consider in determining whether or not the application shall be approved.

(3) The State educational agency may establish such additional rules and procedures, not inconsistent with the provisions of this section, as may be reasonably necessary to insure the involvement of parents and the proper organization and functioning of parent councils.

(20 U. S. C. 1231d)

For assistance in interpreting Title I regulations or filing complaints contact:

S. C. Community Relations Program
American Friends Service Committee
401 Columbia Building
Columbia, S. C. 29201
PHONE: 253-7159

Mr. Danny Brabham
State Title I Coordinator
Rutledge Building - Room 201-A
Columbia, S. C. 29201
PHONE: 758-3471

Miss Phyllis McClure
Legal Defense Fund
1028 Connecticut Avenue, N. W.
Washington, D. C. 20036
PHONE: (202) 833-1898

Mr. John Pride - Mr. Terry Lynch
Southeast Title I Desk
Office of Education, ROB 3
Washington, D. C. 20202
PHONE: (202) 963-7957

For information on training teachers' aides and retraining teachers to meet the needs of underachieving children in developing good Title I Programs contact:

Dr. Mose
Dean of Faculty
South Carolina State College
Orangeburg, South Carolina 29115
PHONE: 534-6560

Learning Institute of North Carolina
800 Silver Avenue
Greensboro, North Carolina

PHONE: (919) 275-9836

Regional Campus Office
PHONE: 777-4800
or
Center for Integrated Education
PHONE: 777-4838
or
School of Education
PHONE: 777- 4208
University of South Carolina
Columbia, South Carolina 29208

School of Education near you. For example:
Allen University - 779-6430
Benedict College - 779-4930
Winthrop College - 328-5288

Teachers Corps
Southeast Center
University of Georgia
Athens, Georgia 30601

For ideas to improve parent participation in Title I or generally, in education of your children, contact:

Mrs. Velma James
Parent Participation Specialist
Office of Education - ESEA Title I
HEW
Washington, D. C.
PHONE: (202) 963-4812

Mr. John Gadson
Penn Community Center
Frogmore, South Carolina 29920

PHONE: 838-2071

Mrs. Queen Brailey
Regional Head Start Training Officer
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